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ABSTRACT

Despite the current need for strong leadership skills to facilitate task achievement, individual development, and social action in an increasingly complex society, women are failing to make significant headway in educational administration. Lack of leadership opportunities for women limits both individual and organizational potential. The problem transcends personnel functions and processes, as it encompasses social, political, and cultural dimensions. After discussing the background and current situation in Canada, this synthesis paper explores certain socialization variables impeding women's entry into corporate and public-sector management levels. Basically, young females are underexposed to teamwork and overdosed with the "innate superiority" of the white male system. Next is a discussion of theoretical links and social change strategies for women regarding academic preparation, personal training, networking, legislative actions, and perception changes. The forces of change will continue to challenge the male-dominated hierarchy of educational administration until an equitable number of women secure their share of leadership positions. Suggested change strategies will not work unless the participants willingly change their behaviors in response to resistance from the established order. Progress will occur in small steps that demonstrate women's real capabilities. Included are 98 references and an appendix. (MLH)

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THE CHALLENGE FOR FEMALE EDUCATIONAL LEADERS:

AN EXAMINATION OF THE PROBLEM AND PROPOSED SOLUTIONS THROUGH EDUCATIONAL AND SOCIAL CHANGE STRATEGIES

by

Frank Brathwaite

A Synthesis Paper in Partial
Fulfillment of the Requirements for the Degree of
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INTRODUCTION

Leadership in today's changing environment remains a very high priority for institutions and organizations. An increasingly complex world requires leadership skills which facilitate task achievement, individual development and social action that enhances positively the lives of a mushrooming world population. The purpose of this synthesis paper will be to describe, to analyze and to link social change principles to one dimension of human endeavour that requires social change. The problem of helping women to gain leadership opportunities within educational organizations remains an elusive dream which limits significantly the potential of individuals, of institutions and of organizations. The nature of the challenge transcends traditional personnel functions and processes since it spans social, political and cultural dimensions as well as those that shape the educational administration field. The paper will examine several social change theories vis-a-vis the current situation and will present a strategy of empowering actions which might improve the opportunities for women to gain entry, and then to experience success within the educational enterprise. In addition, the paper will explore some of the attitudes and the processes which have enabled the existing situation to be maintained.

BACKGROUND

The number of women who have reached administrative

positions in public and secondary schools in Canada has diminished despite the opportunities which have been afforded through legislative acts and through expanded career opportunities:

> From 1972-73 to 1982-83, the number of principalships dropped by 1%; the number of women principals, by 22%. Looked at another way, in 1972-73, 17% of all school principals were women; in 1982-83, they accounted for 13%.
> (Statistics Canada. Education Statistics., Vol. 6, No. 7, pp. 1)

This figure has been substantiated in a recent American Association of School Administrator's study which examined the professional socialization of women and of minorities towards administrative positions. This 1982 study indicated that discrimination of women was a major problem for 12.2% of the male superintendents while 43.3% of the female superintendents rated discrimination as a major obstacle in recruiting and promoting practices. When the same group were asked to rate discrimination of women as a minor problem, the male superintendent response was 41.6% while the female superintendent response was 37.5%. The "results are rather surprising in a period when so much emphasis has been placed on the rights of women" (A.A.S.A., 1982, 27) to seek career opportunities.

A recent Government of Ontario survey reported:

> that the number of women principals in the province dropped from 16.1 per cent of the total in 1972, to 12.5 per cent last year. Although the number of women vice-principals increased, fewer women are now employed as chairmen, department heads and assistant department heads.
> (OSTC Education Reports, 2)

Sigurjonsson indicated similar findings for Canada:

> And things are not getting better. Nationally, over the last ten years the number of positions in school administration has dropped by 5%, but the number of **women** (emphasis author's) in these positions has declined by 10%--and the representation of women was small to begin with. (Sigurjonsson, 77)

In 1978, Werner and LaRussa replicated Sherriffs' and McKee's (1957) study of persistence and change in sex-role stereotypes. The results indicated:

> many particular sex-role stereotypes have changed little over the intervening two decades. Respondents of both sexes continued to view men as more forceful, independent, stubborn, and reckless than women; and women continued to be viewed as more mannerly, giving, emotional, and submissive than men. (Werner and LaRussa, 1089)

This study is particularily interesting since it acknowledged "considerable activism, publicity, and legislation emphasizing sex-role distinctions, men and women are still perceived as being fundamentally different from each other in many behavioural attributes (Ibid., 1098). One weakness of the study may be the variable of intergenerational attitudes that reflected the 1957 and the 1978 student bodies at Berkley. The interesting observation that the study reported was the changing valuation of the two sexes. "Women appear to be viewed more favorably than in the past and men less favorably" (Ibid., 1098). The significance of this research deals with the continuing acceptance of particular attributes and attitudes which reinforce gender oriented stereotypes. Its application to the recruitment and the selection of women as school principals may not have been formally linked, yet

this may be an unconscious and independent variable which clouds the decision-making process.

Marsden's review indicated that the application of American ideas upon the Canadian situation needs to pass "the historical screen; the economic screen; and the cultural screen" (Marsden, 11). The Canadian political and judicial processes separate the legislation process and outcomes significantly from the American process. Canada's economy, based upon natural resources and manufacturing sector, is influenced significantly by American headquarter's staff. This reveals Canada as "a colony of the United States, or as a "branch plant economy" (Ibid., 12). Cultural differences, "such as skin colour and nationalism, as well as the crucial nature of industrial relations and the culture of the organization of work" (Ibid., 12) again separate the two countries. Affirmative action strategies in the United States focussed upon the race issue, and for this, Canada does not have a parallel. Affirmative action in Canada focussed upon "the participation and integration of women in the economy" (Ibid., 12). This difference influenced the development and direction of affirmative action strategies within Canada. By the end of the 1970's, considerable pressure was being exerted upon provincial and federal governements; "Clearly, the federal government had to show leadership and they had to show that concepts of such postiive action could work in the Canadian economy from coast to coast" (Ibid., 12) within the historical and political contexts. The Government of Canada

responded by appointing a one person Royal Commission on Equality in Employment to be chaired by Judge Rosalie Abella. The mandate of the conmmission was to:

> inquire into the most effecient, effective and equitable means of promoting employment opportunities, eliminating systematic discrimination and assisting all individuals to compete for employment opportunities. (Canada. Equality in Employment: A Royal Commission Report, pg. i)

The final report highlighted the existing situation of women, the disabled, visisble miniorities and native people which accounts for approximately sixty per cent of Canada's workforce (Ibid., 13). The impact of the commission's report has been mixed. The application of the recommendations upon the "Crown corporations and federally regulated business and contractors to the federal government, are required to implement employment equity" (Ibid., 13) has been initiated. In addition, "Employers in the federal jurisdiction with 100 or more employees are required to report to Parliament their plan", their progress, and their achievements of the commission's intent on an annual basis (Ibid., 14). Marsden noted that "no enforcement agency is created (subsequently it seems that the Canadian Human Rights Commission is to act in that capacity" (Ibid., 14) so the application of the recommendations may not meet the commission's intent. However, this report is important for women since it provides a political, economic and legislative framework to assert for equity in the workplace.

Andrew Fishel and Janice Pottker reviewed the American

literature which described the performance of women principals to behavioural and to attitudinal studies. This 1975 review "dramatically demonstrates the wide disparity between the popularly held beliefs regarding male and female principals (Fishel and Pottker, 24). The summary findings of the literature, indicated:

> These behavioural studies clearly indicate that in terms of ability to supervise and administer a school and to maintain good relations with students and parents, the few women who have been able to obtain administrative positions have performed as capably as, if not more capably than, their male counterparts.
> (Fishel and Potter, 28)

> these attitudinal studies indicate that there is prejudice shown by most male teachers, school superintendnets and school board members against women serving as principals. As a result, the criteria currently used to recruit and hire principals is not related to characteristics needed for effective performance as a principal. Sex has been the determinant in appointment to principalship, rather thatn ability.
> (Fishel and Potter, 29)

This study reported nothing new; rather it confirmed the perceived practices and customs of the time and of the current period. The issue of providing equity of employment for the broader society remains unresolved; within the educational community the potential for breakthroughs exists as attitudes begin to shift and to accept women teachers as potentially successful administrators.

Part of the reason that women have been excluded from greater professional involvement has been the nature of the general economy:

> If the economy is operating below its potential, job opportunities in general will not be as

> widespread as if the economy were operating closer to full employment....Because of society's traditional conception of women, the job opportunities that are available in which women compete with men are almost invariably going to be offered to men.
> (Cohen, 90)

In addition to the state of the economy, the perception of women as sex objects accompanies the belief that beauty and brains do not mix. Cohen's research noted:

> The woman who does make intellectual contributions is often described as an "ugly duckling" in the mass media. Conversely, a beautiful woman engaged in a career is suspect because an employer who subscribes to the beauty-brains myth may assume an attractive women is "dumb" or that the woman has become successful through her sex appeal, not through her abilities.
> One problem is that the woman is never taken seriously as a person, and her ideas are considered trivial. Another is that she is valued not for her contributions to the situation, but for the social status she may provide her male companions.
> (Ibid., 90-91)

Earlier attention to the serving dependent relationship that women have, coupled with the above mentioned two problems, combine to limit the potential and the actual performances of some women. Women face ongoing struggles which are designed to limit access, opportunity and success that the white male system provides. During the past two decades, the attitudes, the cultural and the organizational structures, and the individuals themselves are being challenged as the socialization forces move cross dimensionally across and through society. While the myths about women are being questioned within society, the next section will review the socialization factors that have influenced the development of women as leaders in society in general, and in the

educational enterprise specifically.

SOCIALIZATION VARIABLES

> The men's vision of women as predominately that of wife and mother acts as a constraint on access of women to top management positions, and also, makes life more difficult for those few women who manage to achieve.
> (Clement, 136)

> Inadvertently society approves passivity and dependence in women....All the forces of social pressure is directed against her to force her back into line, back into conformity.
> (Fenn, 22-23)

This section will identify some of the psychological and socialization factors that have impeded women's entry into the management levels in corporations and in the public sector. Much of this section was developed from a literature review which spanned the educational administration, business and management fields.

Fenn's definition of leadership provides a framework through which this topic can be examined. Leadership is the "process of providing direction in group activities and influencing others to achieve group activities" (Fenn, 109). The ability to successfully achieve task completion with high levels of individual commitment ought to be the goal of every leader or manager. Given the changing climate in which public education must operate, leaders at the system, school and the classroom levels must be able to secure ownership of the goals and objectives through empowering strategies. When women have been given the opportunity to be school leaders, their performance parallels or exceeds that of males (Gross

and Trask, 179-180). This allows one to suggest that there may be several socialization factors which have blocked women from successfully entering educational leadership roles.

By tracing the play activities of children, one notes considerable differences. Young males learn teamwork through participation in games which involve a group. By engaging in these activities, the boys learn that the team must co-operate and must work together in order to achieve and to win. One's individual performance is diminished, unless it directly effects the positive successes of the group. Through the formative years boys learn through modelling, through observation, and through direct involvement, the value of followership, of leadership, and of teamwork. The supportive role that parents play through their commitment of time, money, and direct involvement with the team sports reflects a powerful socializing message to the young male about the importance of teamwork and individual effort. Boys learn significant lessons about co-operation, leading, and following through games (Fenn, 109). Schaef also suggests that boys learn an essential rule of life that can be transferred into any circumstance in the social, economic, or political domains in society:

> a thorough working knowledge of the rules...Rules are a resulty of a regulatory approach to others...After a wihile, if that is what they accomplish, they become sacred. They take precedence over the individual who must learn them in order to fit into the System and support it more effectively.
> (Schaef, 129).

Through these adolescent activities, the young male

learns to aspire, to achieve and to be aggressive in the pursuit of one's goals. These attributes, when applied to a male, are deemed to be positive (Estler, 366) while their application to a female would evoke a more negative, self centred reaction. Typically, young girls engage in small group or singular activities which tend to reflect and reveal an individual approach or which tend to foster a caring approach for others. It is through play that each child learns certain roles, attitudes, knowledge and values which relect life and which have societal approval.

Of the four myths that Schaef identified about males, the second myth is most applicable to this topic. "**The White Male System is innately superior**" (Schaef, 7) is an outgrowth of the many varying socializing processes that males have experienced. It appears that this notion has been accepted by educational administrators with the result that women display, and project limited aspirations toward professional roles and opportunities in educational leadership (Estler, 366). In addition, those women who do hurdle the obstacles, are still subjected to the biological and societal demands which require them "to adopt [a] complex life-style to accommodate both home and work responsibilities" (Ibid., 366). The duality of roles was noted and was confirmed by Clement:

> A wife allows a man to be 'family free man'---Most professional careers call for such an image and indeed foster such a lifestyle. What is the comparable lifestyle for a woman unless she remains single or childless?
> (Clement, 135)

> whereas men are judged on the job by their level of effectiveness at work, women are evaluated according to their many roles....Women must be judged competent in their female roles as well as their occupational roles.
> (Epstein, 14)

The results of these socializing experiences will not be changed quickly. Formal and informal support among and for women will be needed to initiate, to implement and to develop changes within educational organizations, corporations, and within the various public sector enterprises. The groundwork for change will have to be women working co-operatively to alter working conditions, home situations, and societal factors with, not against, the males or the organizations or the corporations. By moving through these change processes, underutilization of women, and minorities will move from a consciousness stage to an elevated state where women will be able to function more completely in an integrated environment.

Margaret Fenn's descriptors that highlight and distinguish male differences based upon sex are: strong, aggressive, thing oriented, and independent. For females, the adjectives which describe the female differences according to gender are: weak, passive, people oriented, and dependent (Fenn, 4). It appears that both sexes have accepted some of these qualifiers, and as a result, women have developed a "negative self image...which is a reflection of the socialization to dependence, other directedness and sacrificing" (Ibid., 10). If females during childhood are not

encouraged to be risk takers, to challenge existing situations, and to explore their physical, social and emotional environments they will develop a "psychological barrier [which] is a lack of self confidence" (Ibid., 10). The more "a women relies on reflection of what others expect, the more she perpetuates the dependent state" (Ibid., 12). Part of this dependency is based upon their limited exposure to new situations. When new circumstances arise, many women lack the experiential knowledge and skills which will ensure successful coping and adaptation to the event. Due to this limitation, women then "respond on demand and measure their worth as a reflection in the eyes of others" (Ibid., 14). The problem arises when women "begin to break out of well defined roles,...they become very threatening to the culture and society, as well to all who are a part of the pattern. Threat results in social pressure to restore conformity" (Ibid., 15). The dilemma then revolves around social change. If a woman chooses to act, then an individual social change act will occur although the outcome is unknown. The only certain outcome will be change. Through this action, considerable stress and risk will be generated. This stress and subsequent reaction will occur as a result of the challenge to the existing societal norms which govern the expected sex roles and behaviours.

Social pressure is pervasive in all areas of society. One notes: "persuasion patterns are constant, even though the sex of the recepient is different. The goal is always to

maintain the parameters of sex roles" (Ibid., 27). The goals of schooling refer to the attitudes, the behaviours and the knowledge that reflect the cultural, political, economic and social values of the province. By accepting the socializing role of schools, it then suggests that schools play a subtle yet significant role in limiting the opportunities, the perceptions and the values of the children they serve. Thus those values which limit the role of women in society is expressed, is modelled, and is reinforced:

> Traditionally, the public schools have been shaped by deep, pervasive beliefs of what people would like contemporary life to be, and these beliefs are always strongly influenced by what was....In schools,...the image of power and success, fashioned in what fantasy suggests was a more pleasant era, continues to wear male attire. (Clement, 136)

Socialization factors do influence the psychological development of females, and hence, influence their processing of information governing career aspirations and career choices. Bunker observed in a study of successful women managers that the females: "had a strong and common identification with their fathers,...a relationship that may have helped them learn some of the planning skills" (Bunker, 61). This suggests that women with strong and successful role models can learn the skills required for effective leadership. Not withstanding individual cases, the socialization processes tend to radically influence and to dramatically shape the values, the behaviours and the knowledge levels of people generally.

Competition has been presented and examined by several

authors (Clement, 1980; Estler, 1975; Conoley, 1980; Bunker, 1980; Schaef, 1982). Males and females have learned how to compete in different ways. Through their involvement in team sports, males have learned how to "be exploitative and oriented towards winning", while "women tend to be more accommodating and oriented toward the social situation" (Conoley, 39; Wiley, 102). The two approaches to play and to learning tend to produce different outcomes which add complexity to the inidividual's value development as it applies to competition. Given the dimensions of leadership, the women who attempt to develop consensus among the group members, may find that the situation requires a more assertive approach in order to gain the respect of the leader. Based upon the literature, it suggests that the female's approach might be more appropriate and beneficial for solving problems where low morale, high stress levels, and a lack of cohesion are evident. Situational factors may influence the way one needs to respond: "so styles that are effective with some groups can be complese failures with others" (Ibid., 39). The male and female response to the issue of competition is different, and the variable highlighting the difference is gender.

It appears that the socialization factors strongly influence the development of males and females. The concept of social pressure as a force for supporting existing sex roles appears to be a viable and powerful influence in limiting the number of opportunities that women can have. The

socialization processes within organizations can and must be altered through education, role models, legislation, and political changes which will assist in changing existing attitudes and practices. The next section of the paper will explore several social change theories which will explore the relationship of social change, of leadership and women in educational leadership roles.

THEORETICAL LINKS

This section of the paper will examine and will evaluate several social change theories as they relate to leadership in general and female educational leaders specifically. By reviewing the classical social change theories of Weber, David McClelland, Vilfredo Pareto, and the modern social change theories of Marilyn Ferguson and Alvin Toffler, this section will strive to establish support for increasing female involvement in educational leadership.

McClelland's early research noted "that behaviour is determined by situational (perceptual) factors, by habit (memory) and by motivational factors (McClelland, The Achievement Motive, 42). Individual achievement motive is developed by "parents or circumstances <which> must contrive to provide opportunities for mastery" (Ibid., 65). His research noted that the generation of an high **n** Achievement motivation occurs in:

> those cultures or families which stress competition with standards of excellence or which insist that the child be able to perform certain tasks well by himself.
> (Ibid., 275)

By focussing upon executive leadership, McClelland attempted to explain why some leaders are successful while others are not:

> successful executives conceive of themselves as being happy only when they are working hard. They are doers, not dreamers. They want to be sure they are not losing ground, and they gain pleasure from the prestige they have attained....Far from cutting short their advancement by thinking of authority as distinctive and prohibiting, they generally view it as part of a wider and more final authority system. (McClelland, Talent and Society, 140)

Like Weber, McClelland accepted the rational bureaucratic organizational model with the successful executive pursuing the corporate goals. This produced "in Weber's sense, a self contained achievement ethic in society" (Ibid., 142). By accepting this, the individual's struggle is eased by the "status, power, and related rewards <which> exist as positive inducements to achievement <and which> makes possible the resolution of the dilemma" (Ibid., 142) between personal and organizational goals.

Through reflection, McClelland shifted his focus to the role and to the importance of power within an organization's leadership styles. McClelland noted however:

> the man with high n Achievement seldom can act alone, even though he might like to. He is caught up in an organizational context in which he is managed, controlled, or directed by others. (McClelland, Power., 254)

Achievement and talent are variables which both motivate and direct individual energies towards the completion of specific goals. The ingredient which translates motivations into actions is power. Power, as defined by McClelland, is

about "someone having impact" (Ibid., 7) within a setting or group. With power there exists major social implications. For one leader, power may be the means to garner personal gain. For the next leader, power may be the means which empower individuals to create an environment where individuals can develop their personal skills through the achievement of corporate goals. McClelland developed the concept of a socialized power model based upon the altruistic value of helping others, and upon the "feelings of greater ambivalence about the exercise of personal strength" (Ibid., 256). This leadership style is more likely to be displayed by women who draw upon their socialized play experiences of co-operation and sharing. McClelland concluded that leadership based upon traditional power arrangements dictates a winner and a loser; the socialized power model allows for individuals (leaders and followers) to engage, to be involved and to create an organizational climate which allows group goals to be achieved. "It functions in a way that makes members of a group feel like initiators of action rather than pawns" (Ibid., 263). Through this process, an interdependence and a human network emerges which tends to ensure greater acceptance and greater commitment to the group' endeavours (Naisbitt, 204).

The leader who displays a high n Power motive based upon the principles of socialized power will gain greater group approval. This occurs since the leadership strategy is based upon human growth and development principles:

> It is more exact to think of an effective leader as an educator. The relationship between leading and educating is more obvious in Latin than it is in English; the word **educate** comes from the Latin **educare**, meaning **to lead out.** An effective leader is an educator. One leads people by helping them set their goals, by communicating widely throughout the group and by taking initiative in formulating means of achieving the goals, and finally, by inspiring the members of the group to feel strong enough to work hard for those goals.
> (Ibid., 267)

Pareto considered leadership potential as important. However, he was more interested in individuals who displayed effective leadership and task completion behaviours (Pareto, Treatise, Vol. IV, s. 2027/2030/2031, p. 1423). In addition to demonstrated skills, "Those who govern, must necessarily have broad views,..." (Pareto, Manual of Political Economy, 52) in order to help those within organizations manage social change. Pareto's changes were described as intervening passages rather than evolutionary movements:

> not by continuous movement, but by jumps; one form breaks up and is replaced by another, the latter in its turn will break up and so it goes on
> (Ibid., 315)

This description of social change reveals the importance that significant interventions can play in altering conditions and situations. For Pareto, leaders must employ varying strategies in order to maintain and to advance their leadership goals within the interlocking network of constantly changing elitist groups. The cyclical nature of society can be reflected in the organizational operations of schools where individual teachers and principals move in and move out of the school over time. The constant **change**

variable requires the leader to be facing frequently new expectations which require individual and organizational adaptation. A major 1976 study which identified women principals as being more effective vis-a-vis pupil achievement and teacher performance (Gross and Trask, 220) suggests that it would be worth examining the predominately male preference policy when selecting elementary school principals (Ibid., 220). Improved instructional performance and student achievement are the primary goals of the school principal. Supporting evidence suggests that women need to be seriously considered for leadership positions in elementary schools if students are to secure the best results (Ibid., 220).

Marilyn Ferguson's research identified supporting evidence for women leaders since:

> Women are neurologically more flexible than men, and they have had cultural permission to be more intuitive, sensitive, feeling. Their cultural milieu has been more complexity, change, nurturance, affiliation, a more fluid sense of time (Ferguson, 226)

If women display and employ these more humane qualities, what might be the result if they were given the opportunity to lead a school? Generating group synergy and ethos have a greater chance of occurring if a female serves as the school leader (Gross and Trask, 223). This develops when members are allowed the opportunity to share those:

> values that have been labeled feminine---compassion, cooperation, patience---are very badly needed in giving birth to and nurturing a new era in human history.
> (Ibid., 227)

> The performance of schools administered by women principals was on the average superior to those managed by men,...Our findings, however, imply that the view that men generally outperform women in managerial or executive roles needs to be sharply questioned.
> (Ibid., 223)

The traditional male viewpoint of leadership reflected by Weber stresses the concepts of power and of control. "As we become more aware of the true nature of leadership,...women will be more readily recognized as leaders, and men will change their own leadership styles" (Ibid., 227). This transfer of emotions, knowledge and most importantly values, will enable those men in positions of responsibility to alter their practices, policies and processes which limit the appointment of women to leadership roles. Toffler suggests in the future:

> Workers are forced to cope with more frequent changes in their tasks, as well as a blinding succession of personnel transfers, product changes and reorganizations. What Third Wave employers increasingly need, therefore, are men and women who accept responsibility, who understand how their work dovetails with that of others, who can handle ever larger tasks, who adapt swiftly to changed circumstances, and who are sensitively tuned in to the people around them.
> (Toffler, The Third Wave, 401)

Coupled with these Third Wave needs, the typical hierarchial organization will be effected as the decision making matrix is altered. By increasing employee involvement, leaders which can manage more open, more questioning, more responsive and more demanding employees will be required. Currently rewarded Weberian leadership traits will be discarded in favour of those behaviours which produce greater

employee effectiveness (Ibid., 403). Thus men who wish to maintain their roles, will need to adapt and to accept those feminine traits which engender new relationships based upon trust and communication. For women, their interpersonal skills will be required to facilitate the evolving development of each organization.

Weber's description of authority and of change in the organizational structure has influenced significantly school system development and operations; his model:

> demonstrated the necessity of a system of bureaucratic control and governmental authority to sustain and organize such a system and how its legitimacy came to be accepted and was supported thanks to the charisma of the ruling elite. (Lewis, 8)

Although the elite supported bureaucracy, social change was challenging its effectiveness. Transorganizational processes which cut through, over, and across organizational boundaries, growing client demands, rapid technological changes, and widespread employee malaise have caused the hierarchial model to wither as an effective management tool (Thayer, 10). Evolving perceptual changes have caused individuals to reflect upon, and to review their values and beliefs about their relationships within and outside the work environment.

Weber's interest in linking human actions within institutions and those motivations which drive the individual were based upon a blend of rationalism, values and social determinism (Weber, The Theory of Social and Economic Organization, 115). Weber's idealized leader served as a

model which individuals could strive to emulate. Since the bureaucractic structure is dependent upon the legitimate dispersal of power and of special skills, the impact of social change is forcing individuals and institutions to re-examine their values and their nonrational domains in order to facilitate new paradigms which will attempt to ensure effectiveness and efficiency. Women, who seek an educational leadership role, will need to employ alternative behaviours and strategies which address organizational goals and values and which will empower the existing structures and people to change. For the traditional school principal, a maintenance-driven leadership style keeps the people and the organization directed towards equilibrium (Sarason, 172). Unfortunately, as schools encounter major social and educational changes in the external environments, educational managers will need to respond in a proactive stance and become educational leaders. The issue of women in school principalships will emerge as a political, economic, social and educational problem if the existing school leaders fail to involve increasingly greater numbers of females in leadership roles.

This section has related several social change theories to leadership generally and to school leadership roles specifically. This section has then linked the need for more flexible, more adaptative behaviours that women display to the topic of women as educational leaders. It can be noted that structural, attitudinal and operational changes will be

required in order to improve the situation of female educational leaders. The next section of this paper, will suggest some strategies which ought to bring about this social and educational change.

SOCIAL CHANGE STRATEGIES

The number of women who have reached administrative positions in public and secondary schools in Canada has diminished despite the opportunities which have been afforded through legislative acts and through expanded career opportunities:

> From 1972-73 to 1982-83, the number of principalships dropped by 1%; the number of women principals, by 22%. Looked at another way, in 1972-73, 17% of all school principals were women; in 1982-83, they accounted for 13%.
> (Statistics Canada. Education Statistics., Vol. 6, No. 7, pp. 1)

The purpose of this section will be to identify and to recommend some strategies that will enable women to participate more fully in educational leadership roles. Suggestions for this part of the paper have been gathered as a result of a wide range of readings and from interviews with women inside and outside of the educational field, and from informal discussions with male educational administrators who have dealt with female principals or superintendents of education. I have also drawn from personal experiences as a teacher and principal in Ontario and in Alberta.

During the late 1970s, I served as principal of Manitouwadge Public School when The Lake Superior Board of Education appointed the first female Director of Education as

the system's chief executive officer. This was the first time in Ontario's educational history that a woman had been appointed to this most senior educational leadership position. Also during this time, I was able to select a woman as the first female vice principal in the school system for the Manitouwadge Public School. Since moving to Alberta, I have had one opportunity to select a vice principal, and the individual who was selected was a female because of the person's educational experience, classroom experiences, and personal skills. Based upon these various experiences, I have gained an understanding and an appreciation of the complexities that are associated with this problem.

The concept of leadership has been a focus for many researchers. The effective schools movement has identified specific functional behaviours which are required if the school is to provide an effective instructional environment for the students (Youngs, 4-5). Schaef suggests:

> Leadership is another symbol of power. In the White Male System, leadership means to lead. In the Female System, leadership means to facilitate--to enable others to make their own contributions while simultaneously making one's own.
> (Schaef, 128)

When given the opportunity, women do perform effectively the managerial and leadership tasks required for schools. The challenge remains, what types of strategies and attitudinal adjustments will be required to enhance the image of women as school leaders, and what types of educational and social changes will be needed to effect the situation?

This section will propose some strategies which ought to

bring about educational changes that will improve the quality of education in schools generally, and the opportunities for women specifically.

ACADEMIC PREPARATION

For each position of educational leadership, candidates are expected to indicate their educational backgrounds and experiences which will enhance their potential successes in the new position. The initial educational leadership position will be awarded to the individual who projects the greatest potential to be an effective school based leader. Pareto suggested that potential is not the real indicator for the elite leaders of society; it is however the first step that any successful leader must display. For this reason, the types of academic preparation and educational achievement are the most obvious areas that can be highlighted by a female candidate.

Academic preparation at the university level is increasingly important as an indicator of the candidate's academic and conceptual abilities. There may not be a significant correlation between grades achieved at school and on the job performance, but the undergraduate university degree program provides the selection team with an overall view of the candidate's level of commitment to university studies. This commitment is often transferable to the career situation and that will impress the recruitment team.

Academic preparation at the master's degree level is not widespread throughout Alberta. Unlike the American situation,

graduate courses are restricted primarily to the campus settings of the three Alberta universities. This restricts and limits access for both males and females who live outside of the three major Alberta cities. As an alternative, students ought to explore the feasibility of studying in external settings with teleconference courses being directed and being delivered by the existing universities. Proposals by local groups which want access to graduate education ought to be prepared and be submitted to the one of the three Alberta universities which offer graduate education. The benefits of teleconference courses are numerous. The most obvious benefit is to the isolated learner who wants to study and who is now able to access, to interact and to learn via current technology with an university or college that values distance education learners.

Having personally taken two graduate level courses via teleconference methods, I will endorse the concept as a viable and exciting delivery method. My most recent experience focussed upon a class of forty-seven students from eight Alberta communities (High Prairie, Fort Vermillion, Hanna, Olds, Banff, Drumheller, High River and Oyen) that stretched across the province from each of the provincial boundaries. Instructional strategies which ensured student participation, student to student and student to professor interaction, and individually prepared assignments that explored real life educational issues meant the theory and practice combined to produce real student learning. Thus, the

women who wish to aspire to educational leadership roles can not give excuses for a lack of appropriate graduate level training and education.

Academic preparation in the form of course work is only one dimension that women ought to explore in their search for leadership positions. It is however, the one variable which can be easily measured during the selection process. Hence it is important for women to ensure that this basic variable is well established. In addition, the prospective leadership candidate ought to keep the current school administrative team and the divisional staff aware of the courses being studied. This will keep the individual's goals and plans consciously in the forefront of the system's leaders who will direct the recruitment and selection activities.

PERSONAL TRAINING

Although formal academic preparation is important, the personal training and learning that one does outside of the formal work environment also provides women with skills, knowledge and attitudes which are transferable to the job site. Day courses on weekends, specialized training in hobby/craft/church/community service groups, and special conferences provide ideas and new knowledge which can be transferred relatively easily to one's career. Many community organizations are given special training by private and government directed trainers whose purposes are to improve the overall effectivenenss of volunteer groups. The Marigold Library System has a component at each of its quarterly

meetings where an hour and a half session is dedicated for trustee development through inservice sessions. Many of these sessions are designed, organized and presented using the most current adult learning theory. Women who participate in these types of activities can capitalize on these activities and utilize the new learning when seeking leadership roles.

In many communities, volunteers serve on further education or continuing education committees which plan courses for the personal development and recreation of the general public. These courses provide training and skills in an assortment of areas. These courses are designed to meet specific needs of a specific group, so those women who wish to improve their communication, assertiveness or team building skills, the availability of courses is relatively close at hand.

Personal training enables the learner to explore areas of interest which are of special interest. The commitment to engage in a plan of personal training is limited only to the degree that the individual wants it to be limited. Evidence of personal training will be revealed by observing the more poised self confident individual in the workplace and in the community.

NETWORKS

Both Naisbitt and Ferguson spoke of the importance of transorganizational, special interest and career oriented networks as devices which will enhance the career opportunities of women. "In the network environment, rewards

come by empowering others, not by climbing over them" (Naisbitt, 204). Given the changing environment where the workers are more knowledgeable, the economic issues more limited by finite resources, and the political order more turbulent, "it is not the ideal time to be a traditional-type leader" (Ibid., 204). Due to these unsettling societal circumstances, networks of people "come together to communicate about, and attempt to address, the concerns and problems that traditional structures have failed to address" (Ibid., 197-198). The organizations which historically functioned as bureaucracies have discovered that their members accept the structure, but these same members have developed mechanisms for overcoming the obstacles. Part of this process has been the emergence of "younger, more educated and rights-conscious workers" (Ibid., 190) whose concept of organizational structure is based upon the idealized democracy rather than the hierarchial form of traditional leadership and bureaucractic institutions.

> The women's movement, for example, emerged in classic network fashion. In all parts of the country, women clustered together in small groups--usually friends or friends of friends--to reinforce their new self-concepts and thereby alter society's traditional view of women.
> (Ibid., 192)

Networking can be defined as "a vehicle for connecting people with one another" (Ibid., 192) who wish to discuss and to share common interests and values about mutually valued events, issues or values. This process has helped the women's movement, and its expansion into the educational field will

generate opportunities for women in the same way that the 'old boy's network' has helped males secure career opportunities.

Translating the theory into effective practice remains the challenge. Women need the opportunity to visibly demonstrate their skills, knowledge and aptitudes in real life situations. For the educational community, the real power rests with a line position (school principal, assistant superintendent, or director of education) rather than in the supporting role as a consultant or director of staff development within the hierarchy. "Since women are traditionally seen as helpers, not leaders, they can easily be deflected away from line positions by being encouraged to qualify for and being given staff positions" (Chony, 17). Given the existing concerns about the white male dominated system, when women gain access to line positions, the responsibility rests with them to encourage actively, and to support demonstratively the aspirations of other women. Through these supporting acts, women will generate a similarily structured network of support within the organization. For those males who are willing to risk a mentorship role for women, it is important that women collectively and individually support those males specifically for their leadership with this cause. It also is important to support males generally in the leadership roles since they will remain positive and will endorse women for responsible leadership roles (either support or line

positions) which in turn, further expands the opportunities to empower the network's membership.

The goal of the networking is to share information which facilitates the empowerment of women within organizations. A downfall that might develop within the system occurs when a very successful female administrator falls prey "to what is generally called the "Queen Bee Syndrome" (Ibid., 19). This occurs when the only women begins to accept and to identify with the males who have enabled her to join the 'club' at the expense of those women who are left outside the spheres of power and decision-making. To avoid this, women within and outside of the organization need to sponsor and to share information which will enable women to learn about promotion possibilities and about the strategies which will produce successful results.

LEGISLATIVE ACTIONS

In the United States, the 1964 Civil Rights Act provided a stronger legal framework for gender equality. In Canada, the Charter of Rights and Freedoms (Appendex A) section 15 outlined new parameters for ensuring sexual equality. The Canadian Charter's difficulty was that it was new, and it was untested in both the real world and in Canada's judiciary. Given this, the Charter's true strength and impact remains unknown. However, an attempt to provide greater safeguards for women's rights was being made in both Canada and the United States.

In an attempt to protect women, revisions to the

provincial statutes and regulations and the Canadian criminal code have been enacted as circumstances warranted. While protecting individuals against bodily harm, these legal codes have not provided the significant force to alter the existing negative attitudes and behaviours that effect women. As a result, their overall effectiveness for advancing women's causes can be rated as weak.

Locally school trustees ought to initiate policy and regulation changes which eliminate discrimination in the recruitment and selection procedures (Chony, 20). This process can be started without the formal support of the existing organizational leaders. It can be activated through the contractual negotiation processes where the teacher's negotiating team secure acceptance of an article governing working conditions and policy adaptations. The inclusion of such a clause which requires teacher input and endorsement prior to the school board's adoption of the regulations and the policy would enable change to be presented and promoted for every employees's gain. Through ongoing professional development activities, the teachers ought to engage vigorously with the stakeholders to ensure that women are actively encouraged to qualify and to apply for administrative positions. School boards are able to move positively to assist in the removal of obstacles which hinder employment opportunities for women.

The political re-educative processes that legislative institutions employ to initiate political and social change

will need to remain in the forefront among women's groups. Policy confrontations which raise the general public's consciousness will impact upon those power elites who are able to review the political dimensions of change and the damage caused when women's issues are raised. The concept of re-education has been developed by the expanding body of literature and cases in the social sciences which suggest that women need to be recognized for their economic and political influence within the existing paradigm of political systems. By blending these two thrusts, the legislative actions that have started, will be continued until full and guaranteed equity of opportunity is achieved.

RELATIONSHIPS

Schaef described the female position vis-a-vis men within the dominant white male society. Within this structure, women viewed their relationship differently since the system's focal point was male. For males, relationships are defined by separation and hierarchy through which controls and checks are established to maintain varying degrees of control. For women, relationships spin out and are interconnected networks through which individuals share and encourage personal and individual growth (Gilligan, 38-42). This subtle distinction provides an important indicator of how relationships between the different sexes operate. For the male, the system developed upon controlling and upon the use of power ensures the perception of their superiority (Schaef, 53-55) while the networking model reinforces the

female's helping and caring roles within society (Ibid., 64-65). The issue presented in this section deals with the perceptions that males and females have and continue to have as a result of new experiences and knowledge that each has gained through engagement and involvement with males and females in roles other than traditional ones. It is suggested that traditional relationships in the home and in the workplace will not remain constant since broader societal shifts are occurring which are forcing individuals to review, to re-evaluate and to re-value the nature of their relationships. These processes span the normative social change theories since the resulting behaviours have been formed from procedures which challenge theraputically the existing parameters of human interaction. As a consequence, the entire nature of relationships will be altered and re-structured through individuals who change behaviourally.

PERCEPTION CHANGES

> Both men and women equate self-assertive, independent strivings, aggressive thinking, initiating, exploring, and intellectual achievement in women with a loss of femininity so extensive that it endangers their heterosexual relationships. (Epstein, 15)

> A wife allows a man to be 'family free man'---Most professional careers call for such a lifestyle. What is the comparable lifestyle for a woman unless she remains single or childless. (Clement, 135)

These two quotations suggest a double standard exists in organizational attitudes and behaviours which significantly shapes female responses to career paths and activities. A subtle yet related issue deals with obligations and the

impending omnipresent consequences that obligations present. The obligations of helping children, of supporting an husband and of ensuring a safe secure environment tend to delimit the scope and the potential actions that women might engage in if they were free of these societal understandings that are imposed from the outside socialization processes. This conflict with oneself vis-a-vis others is often downplayed and often leads the individual to compromise moral positions in order not to create disharmony and disequilibrium within the group. For women to recognize their personal obligations and morality is linked to their relationship and acceptance by others within the home, the society, or in the workplace. The female's ability to gain acceptance as an unique individual whose contributions are valued equally lends a great deal to the overall enhancement of women. It has been suggested that the perceptions and the behaviours that women and men have will have to be altered as increased interaction takes place in the home, in society and in the work environment.

SOCIAL CHANGE SUMMARY

In order to improve the career opportunities many consistently applied informal and formal change strategies will be required. The loyalty and commitment that men and women demonstrate towards the achievement of these goals will be significant indicators of the successes that will be accrued. As individuals "entering a nontraditional field constitute a small minority, and may have difficulties

influencing the alternatives and the policies formulated " (Craig and Sherif, 453) their commitment and perseverance in the face of obstacles will serve as models to which others may aspire. By increasing the number of women in positions of educational leadership, their influence and their perceived leadership effectiveness ought to likely be increased. However, this may not always occur (Ibid., 454) since incumbent individuals' attitudes may not be altered despite new learnings, new behaviours or new values which are presented and resolved through increased involvement with the minority's members.

As the women's movement must function within a broader system, the act of challenging the status quo for greater opportunities creates unsettledness and this forces a drive to restore the system's equilibrium. Through an integrating accommodation of the organization's goals and the individual's attitudes and behaviours, a new equilibrium can be created. The relative uncertain situation facing women school leaders reveals a turbulent system that is struggling to deal effectively with this dynamic issue at the same time as responding to the diverse pressures that come from the external settings.

Promotion decisions and behaviours reflect varying stages of development about the role of women and of men as educational leaders. It is important for school districts to be able to alter the system's expectations for its leaders. This ability to grow and develop in response to the "kind and

amount of change,...is related to the degree of permeability of an administrator's construct....Permeable constructs can show a tendency to shift at different times" (Rix, 8). The ability to address the issue and to bring about a resolution which enhances the majority of system employees must be seen as a positive enactment of service to all, not only service to the children. Thus the school system, that is willing to commit to reviewing their attitudes, their knowledge bases and their skills that govern personnel growth and development, will likely risk and will promote women into positions of responsibility.

The forces of change will continue to challenge the existing male dominated hierarchy of educational administration until an equitable number of women secure their share of leadership positions. The women will need to explore, to question and to participate actively in the organizational culture in order to alter established perceptions, practices and procedures that discriminate. The coupling and connecting of new female networks dependent upon changing circumstances will occur as individuals discover and respond to new pressures within society and within the work environment. The suggested strategies for change will not work unless the participants willing change their behaviours in response to the resisting forces from the established order. Through the application of formally planned and informally structured change principles the number of women who gain the opportunity to serve as educational leaders will

improve.

CONCLUSION

> a free society derives its strength from the fullest use of its member's potential and for that reason, it is important that women and minorities have equal access to all positions for which they have equal qualifications.
> (Lovelady-Dawson, 37)

> Our review...leads to the conclusion that women need better occupational maps **and** better occupational options. (emphasis author's)
> (Laws, 49)

> In schools administered by women principals, teachers on average do tend to adhere to higher standards of professional performance than those managed by men....the findings supported the hypothesis: the mean score on pupil's academic performance of the schools administered by women was higher than that of the schools with men principals.
> (Gross and Trask, 179-180)

Several organizational, historical, psychological and sociological factors were identified which tend to inhibit the opportunities that women might have to enhance their career potentials.

The pioneering activities of women in management in both the public and the private sectors need to be recognized by other women as a way of ensuring the continued risk taking, role modelling and continued perseverance in the face of overt and covert adversity. To fail to recognize and to support the visible minority who have successfully entered the male domains of power, will weaken significantly other efforts and initiatives. The importance of moral support and visible displays of courage to challenge and to successfully engage the system displays the internal integrity required to

surmount this challenge.

Networking is vital! Based upon the old boy's network, networking encompasses principles of self help groups which are altering individual and group circumstances through a process of sharing and of support. Networking helps women find access routes to secure and to maintain leadership positions within organizations and schools. Active networking suggests that women need to recognize and to participate in the informal culture and activities within the system. Dealing effectively with this means developing relationships with people over and beyond those with whom one interacts daily (Cannie, 191-193). Realists believe that organizational politics are the means for initiating progressive actions within the enterprise. By linking organizational politics and networking, processes through which people discuss, examine and evaluate the important organizational cultural components are created. Achieving an awareness of, and an appreciation for the informal structures of the organization will enhance the female's plan for completing tasks effectively and for raising one's visibility. These two features have been employed by males and they have enabled men to advance. It is now time that women adopt, demonstrate, and employ these strategies in order to expand their advancement opportunities.

Another variable affecting women's successes within the organization is the changing nature of males (Schaef, 108-109). Males are becoming more aware of and attuned to the

changing values, customs and expectations that women hold. For those women who are associated with males who are understanding of and appreciative to the new demands of women, those men ought to be supported and encouraged to continue these activities since changed behaviours can be learned and be copied by others if the behaviours are deemed to be effective and mutually beneficial.

The mentoring relationship has deep historical roots. Men have used the process for years, and now women ought to develop or to initiate mentoring relationships within their own work situations. Mentoring is a means of gaining information, contacts, and for learning the formal and informal culture of the organization. The net gain for women will be enhanced promotability. Some mentoring relationships will cross gender lines. The negative or perceived negative connotation will be the old myth that women are sexual beings and their success is strictly dependent upon this one dimension of the woman's work. The possiblity of strong negative resistance and innuendo campaigns exists, but the failure to risk the relationship would lead mentoring to strictly a male dominated activity. However, Welch suggests that 'the other woman' scenario is false. "Networking is not about finding and keeping husbands; its about work!" (Welch, 25). If this is one of the barriers that eliminates women from advancement, then those individual women who have risen to leadership roles have a moral and a professional obligation to assist those women who will take their places

in the future.

At all levels, legislative amendments and initiatives need to be continued. Efforts to change local school board policies, provincial regulations and federal statutes will be needed in order to maintain and to further enhance the role and the opportunities for women. Vigilance and close liaison with members within and outside of the political process will ensure continued attention to this dimension. Since the adoption of the Canadian Charter of Rights and Freedoms only time will determine the enforcement and the equitable application of the principles upon society's minorities.

Gross and Trask identified the successful pupil achievement and professional manner of teachers in schools headed by a female principal. Perhaps the variables that enable women to motivate, to implement and to produce these positive educational results need to be identified, shared and learned by many of the males who currently hold a principalship. Cannie identified the one trait that was revealed repeatedly during the study. Women have "one key skill most men don't have,...you're more empathetic, you listen better, and you're far more sensitive to feelings" (Cannie, ix). If these variables reflect purely biological differences, then little change will occur; however, I believe what Cannie observed are skills, and as a result these skills can be learned formally by members of both sexes.

The problems of socialization will not change overnight.

Through consciousness raising processes, individuals and parents are learning new understandings of human development which can influence the attitudes and the values that children and adults acquire. As a result of changes in socialization, employment, recruitment, selection, training and evaluation processes will be altered to provide more equitable opportunities for both sexes.

The issue of women in educational administration can not be treated in isolation. It needs to be placed within a broader social context of pressures, of forces and outcomes that want to maintain social, political and economic equilibrium. The networking that has evolved to deal with other social issues has been effectively employed to raise the women's issue. The forces of stability will strive to restore equilibrium, but the processes tend to generate a new synergy which is continuing the change procedures. As a result, the social changes that occur in the general society will continue to impact upon the educational enterprise. Progress will be made as small steps are taken to demonstrate the real capabilities of women.

Change principles which build upon human networks of similarily committed individuals will produce opportunities for women to demonstrate their skills in social, in educational and in personal relationships. The evolution will not be halted as the strength of numbers, the strength of commitments, and the strengths of actualized potentials are engaged in processes whose values are greater than the

hierarchial lines of social control. The struggle will require time, but the social and educational changes that occur will be accepted because the changes will have occurred through people who have learned, who have engaged in the processes, and who have acquired new values which support new perspectives about women in the home and in the workplace.

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APPENDIX A

CANADIAN CHARTER OF RIGHTS AND FREEDOMS
SECTION 15

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This section of the Canadian Charter of Rights and Freedoms outlines the legal parameters in which members of the Canadian society are to be protected from discrimination.

Section 15, subsections 1 & 2

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.